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ABSTRACT

This book reviews issues concerning attention deficit disorders (ADDs) in the context of a systems perspective. ADDs are viewed as resulting from dynamic interactions of behavior, cognition, and affect, out of which emerge distinct and idiosyncratic ways of coping. Chapter 1 looks at the interaction of attention and behavior. In chapter 2, the history of ADDs classification from the perspective of ADDs cognitive disorders is reviewed and definitions under the Diagnostic and Statistical Manual are discussed. Chapter 3 details the extent and complexity of the attention system including the attention/working memory system, influences on attention, and manifestations in school. Chapter 4 focuses on attention as self-regulation and discusses biological and cognitive aspects of self-regulation as well as school interventions. Chapter 5, on motivation, contends that motivation is not under simple, conscious control and cannot be manipulated through behavioral interventions. Effects of medication are examined in chapter 6 and social and emotional aspects of ADDs are examined in chapter 7. Practical suggestions for intervention are provided in the eighth chapter (on classroom management), the ninth chapter (on reading), the tenth chapter (on written language), and the eleventh chapter (on mathematics). The final chapter summarizes the issues and provides directions for intervention. A brief appendix presents a table of neurotransmitter effects. (Contains approximately 400 references.) (DB)

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